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STATE EDUCATION DEPARTMENT

THE UNIVERSITY OF THE STATE OF NEW YORK
BULLETIN TO THE SCHOOLS

Entered as second-class matter September 30, 1914, at the Post Office at Albany, N. Y., under the act of August 24, 1912. Published fortnightly by The University of the State of New York.

Vol. 6 ALBANY, NEW YORK, DECEMBER 1-15, 1919 No. 6-7

Better History Teaching

A new spirit in education has been kindled by present world conditions. Former programs and methods are being tested by the experience of the past and by the demands of the present. This movement is marked in the field of history. The demand for better history teaching is insistent. To meet this demand the Department has presented several suggestive outlines for elementary and secondary courses in history and in civics. These are

1 A tentative syllabus in history which offers a major sequence of three years or a minor sequence of two years for secondary schools.

2 A course in community civics and patriotism for elementary schools.

3 A reprint of the elementary syllabus in history with additional topics of present importance.

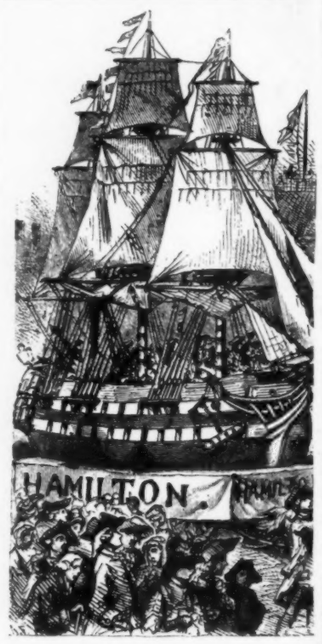
The syllabus in history for secondary schools has already been distributed and it is expected that the other outlines will follow within a few weeks.

The teaching of history and civics in the schools of today has two clearly defined aims, the first of which is informational and the second inspirational. If our pupils are to understand the present, they must know how it came to be, they must have some appreciation of the causes and effects which bind all history together and from past events be able to draw comparisons with the events of today.

The State, however, does not educate the citizen primarily for his own personal benefit. It trains him for what he may contribute to the common welfare. It becomes necessary, therefore, that pupils should gain a clear impression of the growth of democratic institutions and such an understanding as will develop in them an intelligent and cherishing love of national ideals.

These have been the underlying motives governing the organization of the proposed syllabus. It endeavors to outline a course in history which shall tell the true story of man's growth from savagery to civilization. It suggests a treatment of history as a subject rather than subjects in history. It emphasizes the idea of continuity in the development of the story of civilization. It indicates the importance of the economic, social and industrial phases of our history. In these respects, an important forward step is taken, for if the false economic theories current today are to be successfully combated, we must educate our pupils in sound, economic doctrines.

It is hoped that the teachers of the State who are directly concerned with the teaching of history will read this syllabus, together with its foreword, with care, and will indicate to the Department any desirable omissions or additions of topics which may seem necessary. Through this cooperative thought, it is hoped that the final edition of the syllabus may present a course which will be a real contribution to the field of secondary education. We have faith that the teachers of the State will rise to the opportunity presented and will make the syllabus an effective means of teaching good citizenship.



Celebrating the adoption of the constitution in New York City

Historical Essay Prize

In these days of unrest, when the very foundations of democracy are being questioned, there can be no subject more worthy of careful consideration by high school pupils than the basic principles of our government as set forth in the Preamble to the Constitution of the United States. With the desire to stimulate the study of this document, the Sons of the Revolution are offering a prize to the high school pupils of this State for an essay on the subject, "The causes, results and scope of the Preamble of the Constitution of the United States."

It is hoped that principals and teachers will urge upon their pupils the importance of attention to this subject and induce as many as possible to take part in the essay contest, not only because of the value of the subject itself but also because reference to this subject will be made through optional questions in the Regents examinations in American history and in English.

Details concerning this contest may be obtained by addressing Assistant Commissioner Charles F. Wheelock, State Education Department, Albany.

Academic Principals Meeting

The twenty-fifth annual meeting of the Associated Academic Principals will be held in Syracuse December 29-31. A most interesting program has been arranged, which includes among the speakers Rabbi Stephen S. Wise, Thomas Brooks Fletcher, John Erskine, Dr Adam Leroy Jones, President Richard Sykes of St Lawrence University, President John Thomas of Middlebury College, James Lynch of the Industrial Commission, the Rev. Dr Eli Mayer, Deputy Commissioner Gilbert, Assistant Commissioner Wheelock, and Avery W. Skinner.

A Christmas and New Year Greeting

The very successful meeting of the State Teachers Association, held in Albany just before Thanksgiving, had its articulate utterance in the resolutions of the House of Delegates, expressing succinctly and forcibly the supreme educational need of the State and the supreme obligation that is upon the public schools. The great body of teachers of this State, of whom a few thousand were present at the general session pictured below, should give more than verbal assent to these resolutions. The best gift that the State can make to its children at this season of gifts is the assurance that it will keep and bring into its service the best of its men and women for their teachers; and the best gift we can make, who are in the service, is to live up to our sacred and high calling.

The resolutions adopted by the New York State Teachers Association assembled in convention on November 25, 1919, are as follows:

"1 That both our plain duty to the community and our own intelligent self-interest require that as an association we shall do all within our power to help in establishing the best and most effective teacher-training institutions in the State of New York that it is possible to secure, and that we deliberately and systematically attempt to interest our best students and our best characters in teaching as a vocation to the end that they may attend these teacher-training institutions. From any point of view the present inadequate provisions for our state normal schools and the present diminished attendance in these schools are matters of serious concern to this association. An inadequate number of properly trained teachers means either overcrowded classrooms or untrained and incompetent teachers in both. The inevitable result of such a condition must be apparent. It means, first of all, a weakened public school system, unable to do the great work to which the public schools are dedicated. But it also means a weakened community confidence in the work of that great body of intelligent and devoted teachers, and upon community confidence in the last analysis must rest our claim for a compensation commensurate with our responsibility. That accordingly as an association we give our unqualified support to the State Department of Education in its present endeavor to secure such salary legislation as may be needed to enable our state normal schools to equip themselves with the best and most competent teachers and supervisory officers, and that we furthermore urge upon the Department the necessity of completing at the earliest possible time its present work of so revising the curriculums of these schools as to make them represent the best in educational thought and progress.

"2 That we reaffirm our conviction that the public school is the most powerful agency in this country for keeping alive in the minds of our people the great fundamental purpose of this republic — to promote the welfare of all the people — that we need to remind ourselves today, when class and sectional interests are so clamorous and when the temptation to lose sight of our common obligation to all the people is so great; that the ever abiding aim and the sole defense of the free public school system of America is so to educate our boys and girls that they will carry on to a greater realization of this great fundamental purpose. These boys and girls come from homes that represent practically all races, all religions and beliefs, and all social, political and industrial interests. That accordingly, as an association, we stand squarely against any attempt made by any agency whatsoever, whether that agency represent religion or politics or capital or labor or any other interest, to secure representation of that interest as such, either on boards of education or in supervisory circles or through teacher organizations, because we believe that such attempts are fundamentally inconsistent with our common obligations to all the interests and activities of all the people. That, furthermore, as an association we deem it to be our common duty to advance the educational welfare of the State by an intelligent and sympathetic study of all needs and by an equally intelligent and sympathetic attempt to meet those needs through our lives as teachers and as citizens."

I am causing to be sent, as a supplement to this number of the Bulletin, a copy of an address on "The Glory of the State of New York," to each school in the State (whether it is in a little schoolhouse amid the snows up in the Adirondacks or in a great building in the tenements, for I am well acquainted with both extremes) and with it the most cordial holiday greetings of those in the "State's great central schoolhouse."

And for the New Year, along with the general wishes for the increased happiness and satisfaction of teachers in their school life, is the specific wish that when the census of 1920 is taken, it will show that the percentage of illiteracy in the State of New York has been reduced to the irreducible minimum and the added wish that with practically 100 per cent *literacy*, we may reach the same percentage of *loyalty* to those institutions which make possible our life, liberty and pursuit of happiness.

JOHN H. FINLEY

The Rev. Thomas Cole

"His Name is Graven on the Hearts of the Boys"

No eulogy is so true as that by boys for their teacher. When death came to the Reverend Thomas Cole of Saugerties, it found him making a plea for "Better English" to the high school pupils of the village. Perhaps he himself would not have hoped for a more appropriate termination to his long and vital service of forty years as rector of Trinity parish. It has been said of Mr Cole that his name was engraved upon the hearts of his boys. Mr Cole loved all of Nature's works. He lived almost in the shadow of the Catskill mountain peak, "Thomas Cole," which bears the name of his distinguished father, the American painter, and he found and imparted so much interest in the study of the mountains and their rocks as to bring about himself a group of enthusiastic young fellows whom he organized as "The First Geological Society of Saugerties." It is the tribute of these boys in this village geological society that we print below. JOHN M. CLARKE

It is with the sincerest sorrow that the First Geological Society of Saugerties mourn the death of their friend, the Reverend Thomas Cole, rector of Trinity Church, Saugerties, N. Y.

Five years ago Mr Cole organized the society of young men who were interested in the science of geology, and this society has labored on, throwing a great light on the formations of Saugerties and vicinity. By their efforts a museum was opened to the public in the Saugerties Public Library. The collection is composed mostly of paleontological specimens collected near Saugerties and are the finest of specimens.

Although they sorely miss their beloved instructor, the members of the society will keep up the museum. If permission is obtained a bronze tablet will be erected in memory of the Reverend Thomas Cole for what he did for Saugerties and Saugertiesians.

It was while speaking to the pupils of the Saugerties public schools about "Better Speech for Better Americans" that he died from heart disease with a smile on his lips. He was a much loved friend to all Saugertiesians and they sincerely mourn his death. ALFRED SIMMONS

For the First Geological Society of Saugerties

Oral English

The teachers in New York State took an active part in the nation-wide movement for observing the week of November 3, 1919, as Speech Improvement Week, as suggested by the Committee on American Speech of the National Council of Teachers of English. In view of the fact that New York State has a statewide oral English requirement which is unique in the country, a new elementary English syllabus indicating clearly ways and means of improving the spoken English of pupils in the grades, and an experience of two years of experimentation in teaching oral English in all its high schools, the continued cooperation of teachers to arouse interest in the improvement of everyday speech in the community is sought.

We shall go a great way in our schools if we insist upon good posture and clean-cut enunciation and pronunciation. The following extracts from a letter written by the Adjutant General's office, Washington, August 28, 1917, are in point:

"At military camps throughout the country mental alertness, accuracy in thinking and acting, clearness in enunciation, sureness and ease of carriage and bearing, must be insisted upon. . . . Only by the possession of the qualities referred to does one become a natural leader. . . . A great number of men have failed at camp because of inability to articulate clearly. . . . It is hoped therefore that more emphasis will be placed upon the basic principles of elocution in the training of our youth."

It is very evident, moreover, since correct speech is a matter of habit, that it is an affair of the entire school and the community. The greatest success in oral English will not be achieved until *all* teachers do their share. Teachers of other subjects, as well as teachers of English, must help to make correct oral expression a habit. Pupils must not unlearn in the history class what they learn in the English class. Study carefully the English syllabuses for elementary and secondary schools. Use bulletins, cartoons and posters, suggested and drawn by pupils. Establish an oral English exhibit or demonstration program, calculated to show to the friends, parents and guests of the school the fruits of a good year of work with the spoken word. Link up the movement in the schools as far as possible with the life of the community, in a supreme effort to "Say it in better English."

The emphasis that is being put today on oral expression is one of the most potential and vitalizing influences at work in the field of English. Schools are just beginning to grapple with the problem of correcting the American speech. We, as teachers, must realize that we are only on the threshold of the development of a program that may make possible in the lives of the people "an accurate, forceful, living speech which shall be adequate for ordinary intercourse and capable of expressing the thoughts and emotions of men and women in other relations of life."

Part of the audience at one of the general sessions of the State Teachers Association meeting in November

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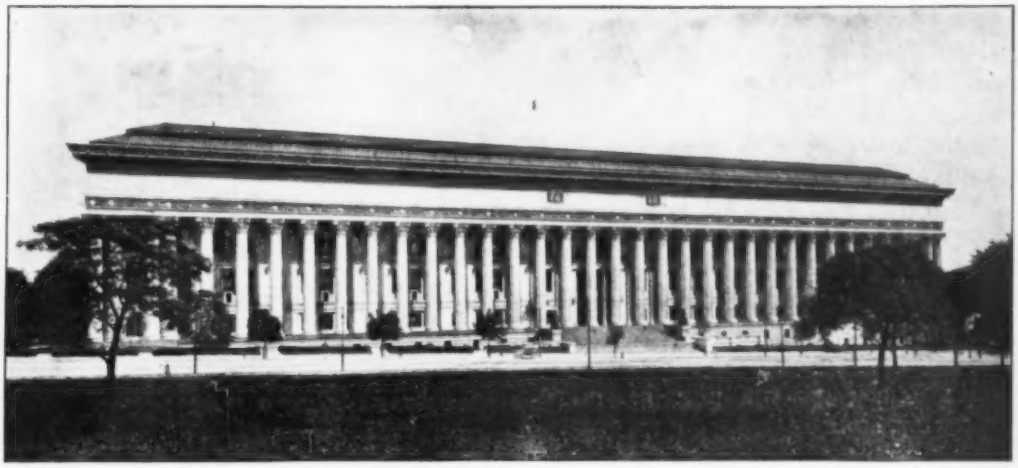

The State's great central schoolhouse

THE GLORY OF THE STATE OF NEW YORK

In welcoming the teachers of the State to the great central schoolhouse which the State as one consolidated district has built, this noble structure which this year for the first time the sun has had an opportunity to see in all its beauty, this columned compound of many temples in one, whose corridors seem as long as those of time, and whose architectural elements have been gathered from the ruins of the "glory that was Greece," I have taken for my theme "the glory that is New York"; for as there is "one glory of the stars" when taken together differing from the glory of the sun or moon, and one glory of our land, our United States, differing from the glory of England or France or Italy, so one star in our flag differs from another star in its glory. There is one glory of Massachusetts, there is another glory of New York.

And greatest should its daily glory be, of all the states, because into its fields and villages and cities, more "clouds of glory" come trailing than into any other State — should be if we to whom the growing boy and girl come, keep back the "shades of the prison-house from closing round" them, if in our teaching we lift their eyes to the "vision splendid" by which each may be on his or her way attended, and keep its glory from fading into the "light of common day" for them as they go toward manhood and womanhood. The glory of the future State now hovers round its ten thousand schoolhouses.

The Dual State

The outstanding fact about the State of New York is that it is to many of its citizens a dual State, consisting of two distinct parts: (1) New York City and (2) the rest of the State; two territories of approximately the same population, but of widely differing densities and areas; two cities, (1) the "Outer City" at the gate, and (2) the "Inner City," lying among the fields, gardens and mountains within; a city-city and a country-city, tied together into one politically indissoluble State. So the story of New York State is "A Tale of Two Cities."

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The City-city

I came to New York (an interstate immigrant) by way of the Outer City. A courteous Anglo-Saxon citizen showed me the way from the ferry boat to an elevated station and instructed me in the mysteries of the "chopping-box." I made my first offering through it to the genius of the city, whose spell came immediately upon me. From it I have not since been free.

I have lived both under the spires of St Patrick's and in the topmost flat of a Ghetto tenement far down on the East Side. I have boarded in an English ship-caulker's home near Front street, and in a workingmen's boarding house in Henry street. I have commuted with clerks from New Jersey and with Russell Sage from Long Island. I have lived for two years of nights upon the incomparable Riverside with its Palisades sunsets and its myriad-columned lights reaching deep into the river. I have lived for several years of days on the Heights which overlook the city from the bridges to the glinting far light on the sound, and have seen morning after morning the incense of urban worship rise over thousands of roofs. I have sung "The Lord is My Shepherd" with the children in Essex street and played golf with Mr Carnegie in the "green pastures" of Westchester. I have known this wonderful city's surpassing charities, its solicitous care of the sick, its sacrificing concern for the right teaching of its children and youth, natural and alien alike, even to the free college tuition of its young men and women. I have witnessed the rise of the municipal "expert" and the dawn of "efficiency." I have been present at innumerable meetings and dinners for every conceivable public and private reform, and I have attended on their way to their graves hundreds of my own generation and of that ahead of me, including "O. Henry" who has come nearer than anyone else, nearer than Henry James even, to understanding the voice of this city, built of the shards of all the altars and cities that have been since Cain built the first altar just outside Paradise and fled to the Land of Nod and built the first city.

And out of these years of days and nights, in which this Outer City has not ceased its vehement, clamorous labors for one moment, it has swept, with dauntless power and a fierce freedom that has spurned even reformers, into the first place among the cities of the world both in population, in its sea commerce and in the "nobility of its enterprise,"— not a New World city, but an Old World city sitting on the shores of the New with its feet in the ocean.

It is Babel reversed. When on the plains of Shinar, (toward which I have recently looked across the sands of the Syrian desert), men attempted to build such a sky-reaching structure as Manhattan island now supports in considerable number, their labors were halted by a sudden confusion of tongues. In New York, people of practically all the languages of earth (at least thirty, besides numerous dialects, are spoken, each by a considerable number) have come together and are, though without coordinate purposes, again building skyward with astounding architecture. A child born at the time when the building of Babel was stopped forever was named "Peleg" because, as it is written in the Book of Genesis, the "earth was then divided"; New York has by its spell gathered the Pelegians from all the still divided parts of the earth and is trying to bring them into one language and one purpose,— and is incidentally beginning to make its own restrictions as to height of buildings instead of awaiting the intervention of Providence.

It has a more stupendous problem than any city has ever had before. It has the largest, most eager and most varied "agglomeration of mankind," brought together

not by long ancestral predestination but almost wholly by personal or parental choice; it has probably the most varied and considerable industries of hand and machine ever brought into one neighborhood since the sons of Lamech began to manufacture things; and it is the greatest port and center of communication, transportation and exchange, by water, land and air, on the face of the planet. If, as " O. Henry's " Aurelia remarked, " all cities say the same thing," New York says it first. It is the capital of what I have called the Televictorian age — the age of the conquest of the Far. It is often called provincial, but what it really lacks is the correlating of all these far interests in a common civic purpose; — it needs a provincial or a *peri*-vincial (a near-conquering) consciousness.

Its immediate past is *paleo*-European; the inhabitants, for the most part, have better acquaintance with the continent of the Neanderthal Man than with the region " above the Bronx." The names even of many of these inhabitants remember the European and Asian scenes and landmarks: the field of the roses, the red mountain, the French forest, the beautiful road, the tabernacle in the wilderness, the crown lands. More of them have heard of the Odyssean seas than have seen the fresh-water " baths of all the western stars."

Its present is *neo*-American. If there were a " grandfather clause " as to voting, there would be a general disfranchisement. If the education of the child begins where Oliver Wendell Holmes said it should begin, few New York children have had all or even the most of their education within its borders. Only 15 per cent of the inhabitants of Manhattan island had both parents born in America. It is a new American city, not a New " York," but a new " New York." Its immediate past is *paleo*-European; its present is *neo*-American; and its future is conceivably cosmic.

The Country-city

But there is another city quite as marvelous within this Empire State, the Inner City, which the imaginations of hundreds of thousands in the city-city never enter, except when some daily necessity fails to come to their doors from its pastures or bins, or a vacation impends — another city whose streets are roads and highways 82,000 miles

People of all the languages on earth are building skyward with astounding architecture

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The State's chief public fountain

long, whose gutters are glistening rivers, whose geranium-filled window boxes are fragrant hillsides of blossoms, whose zoological gardens are stretches of forest with uncaged deer and bear, whose aquariums are emerald lakes, whose skyscrapers are mountains ten times higher than the Broadway sierras, whose chief public fountain is a Niagara, and whose suburbs are not only New Jersey and Connecticut, but also Massachusetts, Vermont, Canada, Ohio and Pennsylvania; a country-city which is first in this land in the production of milk and dairy products, hay and forage, potatoes, vegetables, strawberries, currants, flower and foliage plants, small fruits, buckwheat, nursery products, onions and apples; — a great fifty-thousand-square-mile city, which has seasons, instead of mere changes in temperature, individual inhabitants (in one county 2.6 persons to the square mile) instead of masses, and real unhidden skies and genuine horizons, instead of motion picture simulations.

Into this country-city I came one day against the current of migration, leaving the city-city, carrying a change of linen, a book of common worship, a bottle of black ink and a small bust of Dante under my arm, and I have walked or ridden through every county of this vast country-city, as more than once I walked around the city-city. I have seen the vineyards of Chautauqua (where the Nephilim must have spilled their wine on the ground in wassail), the orchards of the Genesee, the hop-fields of the Chenango, the farms of the Mohawk, the pastures of the St Lawrence, the forests of the Adirondacks, the flower gardens of the Hudson, the asparagus beds of Oyster Bay and the seaweed shores of Suffolk. And, seeing, I have marveled at the varied pro-

ductivity of a soil which, like a magician, brings forth now a turnip and now a peach, now an onion and now a rose, and in the seasons' round everything from a homely Irish potato to an exquisite orchid. Its fields are full of varied mystery and miracle.

It is the Inner City through which the Outer keeps itself in vital relation with the fundamental problems of a hinterland-continent and learns its lessons in American history and hopes. If the islands of the Outer City (Manhattan island, Long island and Staten island, not to mention Ellis island and other little ones, a fleet of islands) were to take on board all its millions and the millions more along their continent wharves to which they are moored by tunnel and bridge, drift out beyond the three mile limit, and anchor isolate in the remote high seas, a stranger might have difficulty in deciding at sight, unless they displayed their colors, whether they belonged politically and geographically to the Old or the New World. But luckily this Outer City, with its cosmic interests, its tangential temptations and its centrifugal habits, is governmentally moored to the Inner City under a state constitution and under common laws by political and social ties as potent as the connecting, underlying, geological strata. And so organically connected they together present the most important planetary-political and social laboratory for experimentation in bringing the peoples of the world into solution that has ever been contrived by the same Almighty Power who brought confusion upon a uniglot city and dispersed mankind, mumbling and jabbering, from the plains of Shinar.

Consolidation

The intimation of the Biblical story of Babel is that God feared the competition of a homogeneous society. I can not imagine such a God, but if there were, one might ask whether He could fear the rivalry of such a polyglot, polygenetic, polyarchic collection of creatures as are gathered in this

Stretches of forest and emerald lakes

great twin-empire State, with its diversity of tongues, its stratified human life at one end and its Laurentian wilderness at the other; its diversity of humidity and temperature which drives its people from sea to mountain and from mountain to sea, and compels them to cut ice in winter to keep cool in its summers and to gather fuel in summer to keep from freezing in winter; diversity of tastes and desires even more variegated than its amazing diversity of climate and products; diversity of lineage, from the descendants of the Patroons to the Mauretanians, diversity of social view, from those who look longingly back toward an individualistic, anarchic paradise, to those who visualize their paradise in a socialistic Utopia; diversity of political theory and of religious observance; diversity of view as to good and bad, right and wrong, as to the proper height of buildings, the maximum size of fortunes and the minimum size of wages, as to the post-mortem rights of those who have gone and as to our obligations to those yet unborn.

Diversities prevail in all states, but they are at maximum quantity and degree in this heterogeneous democracy and this imperious duality, this " consolidated " school district. Moses and Justinian, the great lawgivers, had comparatively an easy task by the side of those who must try to hold in common purpose and daily peaceable practice millions who represent every known tongue, creed and method of pursuing happiness, and who have expressed their wishes in legislative bills to the number of nearly fifty thousand in fifteen years. Socrates, Plato, Aristotle, Abelard, Arnold, the Great Teacher himself -- no teacher of all the past has had such a heterogeneous school to teach.

But it is this very upward struggle through extreme and cosmic diversity to a New World unity that *is* New York. It is, as Mr Bryce once said to me, " Europe stepping up into America." And our subway salutation might well be our state motto " Watch Your Step;" which I would interpret to mean " Watch the School," since the school is the first step of Europe up into America, and of one generation into the next — the first step, indeed, in any " Excelsior " progress.

For most of the homes have no long American memories or disciplines. The glorious past of our land and of the State would be largely forgotten except for the school, and the newspaper and book which the school teaches the child to read. The multitudes that move back and forth across Manhattan island or up and down and through its streets, squares and parks, past monuments as meaningless for the most part to them as the hieroglyphics on the obelisk, have never known the sturdy Cleveland, much less New York's earlier presidential sons, Van Buren, Fillmore and Arthur, or its proud list of departed statesmen, though happily one of these, the latest to go, Theodore Roosevelt, lives as the remembered incarnation of the Americanism which the school and the book and the loyal newspapers are seeking to teach.

Of the horde who use the ferries few know the name of Fulton, except as a street, and of the millions who use the telegraph or telephone as few have any knowledge of Joseph Henry or S. F. B. Morse. The gnomes of Washington Irving no longer play at bowls in the Catskills. Farther up state in the Mohawk valley Chateaubriand found a tribe of Indians who called themselves the " Men of Always." Not only have they been forgotten, but most of those who followed them, as well. And along the Erie canal which now threads this valley, I saw not long ago the new ephemeris: a woman, recently come to America, beautiful as a Madonna, and straight and dark as a " Man of Always," carrying carefully on her head, a cradle,— the New World Aeneas with its little Iulus.

Here is our specific problem: To make this great Empire State one "consolidated district" in spirit and fact as it is in law,—a district in which all selfish duality will disappear in a concern for *all* the children of the State, whether born in the country or in the city, a district in which equality of educational opportunity will be guaranteed to all so far as that is humanly and physically possible, and in which the burden of paying the "eternal debt that maturity owes to youth" will be fairly and willingly, yes gladly, borne.

The eternal debt to youth! As our individual debt is more than a debt to our direct forbears, so we must pay it not alone to our own individual children but to the whole generation of youth who are to "carry on."

I am happy to say that the State of New York has made notable progress, even during the five years of the Great War, in meeting this debt to youth.

1. The first address to the superintendents of the State which I made after entering this office, a little before the war, was to urge that we unite to eliminate illiteracy and make here a "permanent Pentecost" in which every man will understand his neighbor in our one tongue. The State has enacted every recommended measure to make this possible, and a vigorous campaign in which the communities generally are giving most cordial support, is on to make this a one-tongue literate State. Literacy is but the basis for intelligent, loyal citizenship to a democracy, but it is an absolute essential. "All the good or bad that gets done in this world is done by words."

2. In the second place, the State has adopted a plan of compulsory physical training and health education more comprehensive in content and in scope than that of any other state, or country probably, since it includes every boy and every girl eight years of age or over in the State. With this

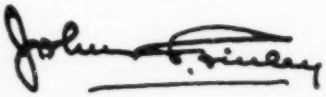
Europe stepping up into America

is coupled a health inspection provision which it is hoped will be strengthened by larger appropriations in the coming year.

3. In the third place, the State has enacted a program of universal selective training which transcends and crowns all other state provision; that of not only making every youth conscious of his obligation to the State and Nation, but also of helping him to meet that obligation by insisting that he shall prepare himself for some " service useful to the State." I am hoping that the federal government will take over all the technical military training part of this program, but that the State will keep the other features of this basic universal training plan, which is the philosophy of William James's " Moral Equivalent of War " translated into a statute.

4. Supplementing this is the splendid legislative initiation of the compulsory continuation school, under which every boy and every girl shall be under training at least four hours a week, up to eighteen years of age. This is the main feature of the British law, which has been called the " children's charter "; and with all that our law involves here, including the laws just enumerated, it should become the " New York Children's Charter."

5. Finally (not to mention many others of significance and importance) is the *practical doubling of the appropriation made by the State for the increase of teachers' salaries throughout the State.* It seems ungracious to speak of the inadequacy even of this increase, generous as it was. Not until teachers are assured of enough to warrant the years of enriched and thorough training and to give them freedom from daily anxiety as to means of subsistence while teaching can it be expected that they will be invited into or kept in this service, upon which, more than any other, save that of the mothers, the future glory of the State depends.

In my service in Palestine, I came one day upon a village at least four thousand years old, where, according to tradition, the prophet Jonah was born,— Jonah, the first municipal reformer, who proclaimed the destruction of a certain ancient city, and then complained to the Lord because his prophecy was not fulfilled; whereupon the Lord answered by asking if He should not save this city in which there were so many children. The children saved Nineveh, for the time being, at least. And whatever our national doubts and difficulties may be, it is the children who are our " salvation." As Galsworthy has said, " *Education is our most sacred concern; indeed it is the only hope of the nation.*" It is the education of our children which will carry our State and nation " from glory unto glory." But what the children are to be and to do, what that glory is to be, depends largely upon you, their Teachers, to whom I send most cordial holiday greetings and best New Year wishes.

"We must go to school; we must all go to school; we must all go together to school, with a common language, and a common purpose, faith and enthusiasm for Democracy."